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ABSTRACT

The "Care-Full" teaching process described in this report is an assessment-oriented procedure which monitors the student's specific rate of growth toward defined learning objectives. First, the report briefly delineates eight steps in the process, indicating that teachers and counselors: (1) become aware of the need for assessment: (2) transform this perceived need into statements which specify what the assessment process is to accomplish: (3) specify decisions to be made with assessment information, e.g., whether a student is to be placed in a remedial or regular class: (4) specify judgements to be made, e.g., an estimate of a student's future academic or emotional behavior: (5) collect information: (6) interpret the data: (7) communicate the results to instructors in a manner which specifies student deficiencies and remediation methods: and (8) evaluate the effects of remediation. As a means of illustrating this assessment approach to instruction, the report concludes with a description of Precision Teaching, which involves counting the movements per minute of an activity that must have a beginning and end, and must be observable, measurable, and repeatable. This description includes criteria for determining appropriate activities for precision measurement: methods of recording student progress: and an outline of benefits gained by students and teachers through the Precision Teaching technique. (JP)

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"CARE-FULL TEACHING"

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The student assessment process in "Care-full" teaching is organized as an eight-stage model. Teachers and counselors:

1. become aware of a student needing services
2. identify the decisions and judgements that have to be made
3. specify decisions
4. specify judgements
5. collect information
6. analyze and interpret the information
7. communicate the assessment results
8. evaluate and provide feedback

The use of various assessment techniques in conjunction with an assessment oriented teaching procedure defines "Care-full Teaching."

Stage 1: Awareness of a Need for Assessment

Individuals and schools often discover that they need to grow, take action, change, predict the future, or estimate the present. The act of seeking feedback or information requires that a delivery system for such information be present. "Care-full" teachers care enough about their students and respective institutions to maintain such an information base.

The information collected helps one adjust and adapt. In "Care-full" teaching, people receive vital information in an organized way.

Stage 2: Identification of Decisions and Judgements That Have to Be Made

Once the need for information is recognized, it is tempting to rush out and start collecting data (e.g. administering tests, observing the client). Such a practice can easily lead to more confusion.

In Stage 2, the felt need for assessment information is transformed into concrete statements of the decisions and judgements that have to be made. Decisions and judgements are answers to the question, "What do we want the assessment process to help accomplish?" The different kinds of decisions and judgements influence both the selection of assessment instruments and the intervention strategies chosen.

Stage 3: Specifying Decisions

Decisions imply action. Tyler (1973) suggests, "We are in the process of replacing selection by classification or self-knowledge as a central, organizing principle . . . it is possible to begin with an assumption that the purpose of testing is to analyze what each person . . . has to offer, so that a suitable place can be found for him" (p. 1023).

"Care-full" teaching uses progressively more specific tests and assessment techniques to zero in on the nature of a student - both the student's stated and implied goals and the curriculum needed to meet those standards.

Stage 4: Specifying Judgements

The types of judgements made in "Care-full" teaching are estimations and predictions. Estimations represent values placed on assessment information. An example of an estimation would be a test of reading achievement to find a general starting point for instruction. Predictions involve using assessment information to foretell future performance.

In "Care-full" teaching, estimations and predictive judgements are made by comparing the student's assessed performance with predetermined criteria of aptitude, interest, personality, and academic achievement. This criterion referencing allows the development of a baseline of performance and motivation for each student entering the process.

Prediger and Fought (1972) discuss the use of expectancy tables in criterion referencing. The probability of a specific rate of growth towards a learning objective is the essence of curriculum planning in "Care-full" teaching.

Stage 5: Collecting Information

If the decisions and judgements that have to be made have been identified

and specified, one is well on the way to deciding what information will need to be collected and what instrument(s) can be used for this purpose. For example, student X has three alternatives for curriculum: a class for the mentally retarded, a class for the emotionally handicapped, and a regular class coupled with counseling. The judgement required in this case calls for tests of predictions and estimations of student X's academic and emotional behavior.

Stage 6: Analysis and Interpretation

This task is handled by: analyzing individual sub-tests and even item responses; organizing and interpreting data into comprehensive diagnostic formulations that reflect the consistencies and inconsistencies of the student's performance; and preparing a list of recommendations.

Stage 7: Communicating Results

In "Care-full" teaching, the results of intake assessment are communicated to teachers via the analysis of learning, behavioral difficulties. Students are matched to resources based on developmental needs. Written reports are limited to delineations of need and appropriate, matching resources.

Stage 8: Evaluation and Feedback

The assessment process in "Care-full" teaching helps students, counselors, and others to form judgements and make decisions. Once a course of action is taken, review takes place. What has happened to the student? Has the student progressed? What correlates rise with success or failure?

The following narrative discusses the implementation of one developmental education approach. This approach builds on assessment, yet in a sense, is part of an ongoing, assessment oriented learning experience for both teacher and student.

PRECISION TEACHING

Precision teaching is:

a counting of movements per minute of a chosen activity (behavior). The counting is done daily and the number of movements is recorded on a special chart for you and the student to enable you both to see, discuss, and evaluate performance.

A word about precision teaching:

Precision Measurement is based on the work originated by Dr. Ogden Lindsley at the University of Kansas. Dr. Lindsley's precision teaching was used primarily in special education. Precision teaching has its roots in applied behavioral psychology.

The use of one minute timings for academic behaviors is encouraged. The one minute sample is easier to organize and to accomplish each day. The count is also easier to record on the chart. One chart which can be utilized for those timings was developed by Lindsley and is organized in logarithmic fashion. One minute has been found to be a fair time period for a student; allowing the student enough time to produce the behaviors but not so much time that the student becomes fatigued, causing the number of behaviors to be reduced (Koorland and Martin, 1975).

Things you can chart are:

Any behavior that you are going to count must meet four criteria. A behavior must:

1. be observable
2. be countable
3. have a start and an end
4. be repeatable

For example, sitting in a chair is observable, but it does not have a start and an end, and therefore, is not countable.

A behavior that meets the four criteria is called a Movement Cycle. A behavior must go through a full cycle to be counted; for example, from in-seat to out-of-seat to in-seat behavior would be considered "full cycle."

The act of defining the movement cycle is called "pin-pointing." It is important that one is very precise and specific when pinpointing a movement cycle. The smaller and more specific a movement is, the easier it is to count. Reading pages in books is a movement cycle but not a satisfactory one. The number of words read aloud on the page is a better movement cycle because it is observable, countable, has a start and an end, is repeatable, and is pinpointed.

The "Dead Man's Test" was developed by Dr. Lindsley to determine whether a movement cycle has been pinpointed. A dead man cannot produce a movement cycle; therefore, if a dead man could exhibit the behavior, a movement cycle has not been pinpointed. Some behaviors that do not pass the "Dead Man's Test" and are, therefore, not movement cycles are sitting, attending, staring and standing.

Overview of process:

1. Pinpoint
   - academic (e.g., words seen and read aloud correctly)
   - management (e.g., talking out without teacher's permission)
2. Record
   - academic (e.g., number of written or oral responses)
   - management (e.g., number of behviors observed during a set time period)

3. Chart rates on logarithmic chart

4. Change
   - accelerate (e.g., need to increase academic correctness or/and appropriate management behaviors)
   - decelerate (e.g., need to decrease academic errors and/or inappropriate management behaviors)

5. Try, try, and try again (until the desired change is achieved)

Precision teaching (measurement) is a method to assess daily how much and how fast a student is learning a specific skill. This method measures the effect of instruction and/or motivation being used with that student. Consideration of the assessment and measurement can give the instructor ideas about changes that may be necessary to make that student's learning more effective. One may find that the student is learning as fast and as well as you want him to learn, and no changes will be necessary.

Some teachers, as they start to time and chart daily rates, make the mistake of assuming that daily timings are all that are necessary for student learning. Precision measurement is <u>not</u> teaching; it is a way to evaluate your teaching and your student's learning. You will continue to use those instructional materials and methods that you like to use and that are helpful to your students.

Timings and chartings should be done every day to give both the instructor and student the information that will be used for evaluations. Both instructor and student should schedule time to look at the student's chart together <u>at least</u> once a week. Watch the line that is developing as the chart is constructed. If the line is not moving the right way fast enough, the student may need a change in instruction, a new motivator, or a different phase of the curriculum. If the line is moving the wrong way, try to determine, by yourself or with the student, changes which are needed.

Benefits of precision teaching:

For the teacher:

1. Pinpoint academic strengths and weaknesses for an individual student and/or the entire class.

2. Place each student on a success level in basic academic tasks.

3. Keep consistent, comparable records for the entire year that can be communicated clearly to both the student and other educators. The chart is a record that is available for conferences and evaluations.

****ACCOUNTABILITY****

4. Give realistic, positive reinforcement for the student's correct performance and progress.

5. Measure the effectiveness of curriculum, teaching materials, and teaching methods.

For the students:

1. Receive immediate feedback on daily performance.

2. Chart his/her own performance, to enable him to see and experience his own growth. A student can interpret his own chart (learning profile) and takes an active role in his learning management.

3. Realize his/her uniqueness and compete with his own previous score rather than with his peers.

4. Overcome feelings of fear and avoidance about his/her being timed or being tested.

5. Be involved in making curriculum decisions.

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